DOCUMENT RESUME

ED 306 729 EC 212 793

AUTHOR Baumgart, Diane; And Others
TITLE Work Exploration: A Manual for Initial On-Site Work Instruction for Students with Mild, Moderate or Severe Handicaps. Secondary Transition and Employment Project: STEP.
INSTITUTION Idaho Univ., Moscow. Dept. of Special Education.
SPONS AGENCY Idaho State Council on Developmental Disabilities.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE 87
GRANT G008430013
NOTE 129p.; For related documents, see EC 212 791-801.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Career Exploration; *Disabilities; *Education Work Relationship; High Schools; Job Training; Secondary Education; Training Methods; *Transitional Programs; Vocational Education; *Work Experience Programs
IDENTIFIERS *Competitive Employment (Disabled)

ABSTRACT

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is intended to provide students with mild, moderate, or severe handicaps with hands-on community work experience in order to determine vocational preferences and to provide instruction in work-related skills, functional academics, and job-seeking skills. Work exploration activities typically begin in the 8th or 9th grade after participation in the Career Exploration Unit. Experiences are intended to be cyclical in nature with students participating in activities and then returning to expanded or more complex versions of the same activities in later grades. Activities are organized by program goals. Goal 1 involves obtaining a work station based on the student's and parent's preferences. Goals 2-3 delineate steps needed to assess the student on the job and to monitor the student's progress. Goals 4-5 are designed to teach work-related social, communication, job-seeking and related academic skills. Goals 6-7 involve evaluating the work exploration program and arranging appreciation activities for employers. Administrative activities to be completed prior to program implementation are listed, a sample parent permission form is provided, and examples of insurance coverage are given. Appendixes consist of various forms and examples arranged by the seven goals. DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED306729

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

WORK EXPLORATION

A MANUAL FOR INITIAL ON-SITE WORK INSTRUCTION FOR STUDENTS WITH MILD, MODERATE OR SEVERE HANDICAPS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Diane Baumgart
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BY: DIANE BAUMGART
SUSAN PURDY
JANE ANDERSON

WITH ASSISTANCE FROM:
DAN PERINO
KATHY SCHENCK

University of Idaho, Special Education Department, Moscow, Idaho 83843 (208) 885-6156

EC 213793

BEST COPY AVAILABLE

WORK EXPLORATION

A Manual for Initial On-Site Work Instruction for Students With Mild, Moderate or Severe Handicaps

By

Diane Baumgart, Ph.D.
Susan Purdy
Jane Anderson

With Assistance From

Daniel M. Perino
Kathy Schenck

Secondary Transition and Employment Project
University of Idaho
Department of Special Education
Moscow, Idaho 83843
208-885-6159

© STEP, 1987

This project was supported in part by Grant G00-843-0013 from the U.S. Department of Education, Office of Special Education and Rehabilitation Services, and the Idaho State Council on Developmental Disabilities. The authors wish to thank the special education directors and teachers from the Moscow, Coeur d' Alene and Lewiston School Districts, and especially Linda Knowles, Pat Pickens, Bob West, Jodi Donaldson, Mont Hibbard, Andrea Silva and Barbara Behrends for their field testing and editing of the curriculum.

TABLE OF CONTENTS

Introduction 1

Timelines. 2

Implementing a Work Exploration Curriculum 4

Parent Permission Form 6

Examples of Insurance Coverage 7

Goal 1: Activities 1-9 8

Goal 2: Activities 1-2 14

Goal 3: Activities 1-4 14

Goal 4 16

Goal 5: Activities 1-5 18

Goal 6: Activities 1-4 20

Goal 7: Activities 1-2 22

List of Possible Work Exploration Jobs 24

Appendix Goal 1: Forms and Examples
- Informal Inventory of Community Businesses. 29
- Community Work Site Development Log 31
- Job Analysis Forms. 32
- Training Agreement. 37
- Student Training Agreement: Option 1. 40
- Student Training Agreement: Option 2. 41

Appendix Goal 3: Forms and Examples
- Student Progress Report 42
- Total Task Sheet. 45
- Task Assessment Data Sheet. 48
- Student Training Plan 49
- Coordinator's Evaluation Form 52
- Student's Self-Evaluation Form. 56
- Student's Work Log. 61
- Student Self-Monitoring Checklist 62
- Student Self-Monitoring Pictorial Work Sequence 64

Appendix Goal 4
- Instructional Strategies/Adaptations for Teaching Work Skills . 68

Appendix Goal 5: Lesson Plans and Forms
List of Work-Related Academic Skills. 72
Instruction Strategies/Adaptations for Teaching Work-Related Academic and Job-Seeking Skills. 73
Lesson Plans for Teaching Work-Related Academic and Job-Seeking Skills 76

Appendix Goal 6: Forms and Examples
Program Evaluation Form 85
Student End-of-Year Evaluation Form 90
Student Exit Interview. 91
Vocational Training Experience Summary Form: Option 1 103
Vocational Training Experience Summary Form: Option 2 105

WORK EXPLORATION

FOR STUDENTS WITH MILD, MODERATE AND SEVERE HANDICAPS

Work Exploration for students with mild, moderate and severe handicaps is designed to provide students with hands-on community work experience in order to determine vocational preferences and to provide instruction in work-related skills, functional academics and job-seeking skills. Work Exploration activities typically begin in the 8th or 9th grade after the students have participated in the Career Exploration Unit. As with Career Exploration, Work Exploration is designed to be cyclical in nature, with students participating in activities and then returning to expanded versions of the same activities or engaging in more complex activities in subsequent grades. For example, a student may be introduced to skills in the 9th grade and master these skills in later grades. If a student is unable to acquire a skill, adaptations in materials or routines should be created to aide participation in the activity.

Goal 1 involves obtaining a work station based on the student's and parent's preferences. Goals 2-3 delineate steps needed to assess the student on the job and to monitor the student's progress. Goals 4-5 are designed to teach work-related social, communication, job-seeking and related academic skills. Goals 6-7 involve evaluating the work exploration program and the abilities of the student, writing an end-of-the year student report and arranging appreciation activities for employers.

The administrative activities that should be completed prior to initiating Work Exploration are delineated on the next page. A parent permission form and a timeline for implementing Work Exploration activities are contained on the following pages.

WORK EXPLORATION OVERALL TIMELINE FOR GRADES 7-12

This chart shows an overall picture of where the goals and activities for Work Exploration typically occur in relation to the student's placement in school. The one-year timeline on the next page show in detail when the goals should begin and end in the school year and the overlap that occurs between the goals.

7th/8th Grade	9th Grade		10th Grade		11th Grade		12th Grade
	Fall	Spring	Fall	Spring	Fall	Spring	
Refer to Career Exploration section of STEP Manual	Goal 1; Activities 1-9 Obtain work stations		Goal 1; Activities 1-9		Goal 1; Activities 1-9		Refer to Job Preparation and Career Focus section of STEP Manual
	Goal 2; Activities 1-2 Place student at a work station		Goal 2; Activities 1-2		Goal 2; Activities 1-2		
	Goal 3; Activities 1-4 Supervise student at work station		Goal 3; Activities 1-4		Goal 3; Activities 1-4		
	Goal 4; Activities 1-2 School-based instruction in work skills; assessed on the job		Teach skills as needed ongoing each semester; assess student's generalization and mastery of skills on the job.				
	Goal 5; Activities 1-5 School-based instruction of functional academics and job-seeking skills		Introduce skills in 9th grade; practice skills each semester. Student should gradually increase his/her participation in developing work stations. By 12th grade the student will be expected to develop his own job site if appropriate.				
		Goal 6; Activities 1-3 Evaluate program; final student evaluation		Goal 6; Activities 1-3		Goal 6; Activities 1-3	
		Goal 7; Activities 1-2 Employer appreciation		Goal 7; Activities 1-2		Goal 7; Activities 1-2	

WORK EXPLORATION ONE-YEAR TIMELINE

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Goal 1: Obtain work stations		I	-----	-----	-----	-----	-----	-----	-----	I	
Goal 2: Place student at work station			I	-----	-----	-----	-----	-----	-----	I	
Goal 3: Provide on-the-job instruction			I	———	———	———	———	———	———	———	I
Goal 4: Provide school-based instruction on specific and general work skills				I	———	———	———	———	———	———	I
Goal 5: School-based instruction on work-related academics and job-seeking skills					I	———	———	———	———	———	I
Goal 6: Evaluate Work Exploration Program; final student evaluations										I	——I
Goal 7: Employer appreciation										I	——I

----- Indicates that this goal may take place more than once during the school year but is usually not an on-going process.

——— Indicates that these goals are taught ongoing throughout the school year.

Secondary Transition and Employment Project

University of Idaho

IMPLEMENTING A WORK EXPLORATION CURRICULUM

The following activities should be conducted by the special education teacher or the work experience coordinator prior to implementing a Work Exploration curriculum:

1. Review rationale and gaols and objectives for the work exploration program with the director of special education, the school principal, the school board, and parents.

2. Obtain a written confirmation of the district administration's knowledge and support of a community-based vocational program.

3. Obtain written permission from parents or guardians for their children to participate in work exploration activities. A sample permission form is included in this section. Usually this is discussed at the IEP/IIP team meeting prior to initiating the program.

4. Ensure liability, medical and accident coverage through school's extended coverage and/or parents' medical insurance or other methods. Examples of how school districts have arranged for coverage of students in the community is included in this section.

5. Develop strategies for supervising students participating in work exploration activities. Review staffing strategies that may

be used and student training requirements.

6. Make arrangements for transporting students to work exploration sites.

PARENT PERMISSION FORM

I understand that my child will be participating in a work exploration program in the community that has been explained to me by school personnel. I also understand that there may be occasions when school personnel will transport my child to job interviews and job-related activities.

I hereby release the school and School District # _____ from any responsibility involved in:

_____ participating in a community work exploration program

_____ transportation by school personnel for job-related activities

Student accident or medical insurance is _____, is not _____ carried on my son or daughter _____.
(Name of student)

Name of insurance company: _____

Policy Number: _____

_____ _____
Parent's Signature Date

_____ _____
Principal's Signature Date

_____ _____
Teacher's Signature Date

EXAMPLES OF INSURANCE COVERAGE FOR WORK EXPLORATION PROGRAM

Example 1:

For non-paid work exploration, a training agreement is signed by the employer, teacher and parent/guardian. The school district has liability insurance covering school activities not conducted on school grounds. Parents are responsible for medical and accident insurance for community-based, vocational and other school activities. Work exploration is included on the IEP as a vocational goal.

Students who are paid on the job are covered by the employer's workers compensation insurance.

Example 2:

Students who are placed in non-paid work experience in the community are covered through the Volunteer Bureau in that community. The Volunteer Bureau provides insurance coverage for volunteers working at non-profit organizations such as a hospital or college.

Students who are paid are covered by the employer's workers compensation insurance.

For all students involved in the work experience program, their parents must sign a form that indicates their insurance carrier and that the student is covered by 24 hour insurance, or agree to purchase school insurance.
Work experience is included on the IEP as a vocational goal.

Example 3:

The school pays the students through the employer so all students are covered by workers compensation insurance. For all other community-based activities, the students are covered the same as students involved with field trips and sports. The students can also buy an insurance policy through the school for $8/school year.

Work experience is included on the IEP as a vocational goal.

STEP MANUAL - WORK EXPLORATION

Phase II Work Exploration - Suggested Goals and Activities for Students with Mild, Moderate and Severe Handicaps.

Goal 1: Obtain a work station consistent with the student's and parents' stated interests.

Activity 1: Identify factors to be considered in selecting a work station.

Responsible Person: Instructional Team

Materials/Forms: Refer to Work Site Development and Analysis Packet for written descriptions and information outlining factors to consider when selecting a work station.

Products/Outcome: Identification of the types of work stations that will be needed to meet each student's needs.

Suggested Start/Completion Date: The semester before work exploration training will begin, usually the end of 7th or 8th grade.

Activity 2: Review student-generated list of job interests, past work experiences, and parental work placement preferences for each student.

Responsible Person: Instructional Team

Materials/Forms: Summary of parental expectations obtained through the parent interview (refer to Career Exploration Goal 2, Activity 4); student's reprioritized list of job interests and preferred work sites completed for Career Exploration Goal 5, Activity 2.

Products/Outcome: A list of student's and parent's preferred job and/or site placements.

Suggested Start/Completion Date: Ongoing each semester beginning in 9th grade and continuing through 11th grade.

Activity 3: Develop a list of businesses that employ people in preferred work areas listed by students and parent/caregivers.
Responsible Person: Student with assistance from Instructional Team
Materials/Forms: Telephone book and other materials as appropriate
Products/Outcome: A listing of businesses, with addresses and telephone numbers, that can be contacted for possible work placement.
Suggested Start/Completion Date: Beginning of 9th grade. This activity should be completed at the beginning of each semester.

Activity 4: Conduct an informal inventory of each business to determine the jobs available, distance from school, work atmosphere (including social contacts, structured and consistent work, and nonhazardous environment) and jobs or parts of job that may fit the needs of your students (e.g. the job description of a waitress employed at Pizza Hut may include the following tasks:

Prepare salad bar
Seat customers as they enter
Supply water and drinks
Take customer orders
Deliver order to table
Clear off table
Set up table with clean silverware and napkins

Part of a job may just involve only one of these tasks or a combination of one or two tasks.
Responsible Person: Student with assistance from Instructional Team
Materials/Forms: Information inventory forms. Some businesses may have been partially inventoried by the students and instructional team during

work observations completed during Career Exploration, Goal 5. Appendix Goal 1 contains blank informal inventory forms and samples of completed inventories.

Products/Outcome: The instructional team will have specific information about community businesses that can be used when contacting employers about work placements.

Suggested Start/Completion Date: This activity may be started while conducting work observations during Career Exploration in 7th and 8th grades.

Activity 5: Determine how students will be placed at work stations: start all students at work stations at the same time, stagger the placement of each student at a work station, place high-functioning students with low-functioning students, rotate students through work stations at predetermined intervals, number of hours and days students will work per week. Review Staffing Strategies Paper.

Responsible Person: Instructional Team

Materials/Forms: Staffing Strategies paper contained in Appendix _____.

Products/Outcome: A systematic plan to coordinate placement and supervision of students at work stations.

Suggested Start/Completion Date: The semester before work exploration training will begin.

Activity 6: Contact employers about possible placement of a student on a specific job or part of a job for one semester.

Responsible Person: Instructional Team and student. Initially the instructional team will probably do most of the work station development

until the student feels competent enough to participate in the work station development process. The skills needed to obtain work may be systematically taught so that the student is able to increase his/her participation and proficiency in obtaining a different work station each semester (this is especially relevant for students with mild handicaps).

Materials/Forms: Refer to the Work Site Development and Analysis Packet. A Community Work Site Development Log is included in Appendix Goal 1 to assist the instructinal team in keeping track of observation and work station contacts.

Products/Outcome: A list of employers who are willing to provide a work station for students; students develop skills necessary for obtaining employment by participating in the development of work stations.

Suggested Start/Completion Date: Ongoing each semester beginning in 9th grade and continuing through 11th grade.

Activity 7: Arrange for and participate in an interview between student and employer. Following is a list of skills that incorporate the interview process:

a. Calling the employer to set up an interview
b. Using a system to remember interview time and date
c. Incorporating time and date into schedule
d. Arranging transportation to site
e. Preparing and taking any materials needed for interview
f. Dressing appropriately for the interview
g. Locating place of employment
h. Stating purpose of visit to receptionist
i. Introducing self to employer
j. Answers questions asked by employer appropriately
k. Asks appropriate questions of employer
l. Thanks employer for time

These skills need not be taught all at once, nor are they all needed prior to the first interview. They can be learned and practiced throughout the

student's years in school. The first few interviews may be used to assess the student's needs in this area.

Responsible Person: Student with assistance from the instructional team.

Materials/Forms: Refer to Appendix Goal 5 (Goal 5, Activity 4) for instructional techniques and adaptations.

Products/Outcome: Student will practice skills needed to call for and participate in an interview.

Suggested Start/Completion Date: Ongoing each semester beginning in 9th grade/14-15 yrs. and continuing through 12th grade/17-21 yrs.

Activity 8: Conduct a job analysis/inventory of the specific job and the work station, including any math, reading, communication, and social skills that are needed to perform the job as well as an average production rate and quality standard for typical nonhandicapped workers at the work station. Obtain other pertinent information about the job including a job description , time card, rules and regulations, etc. This is done after obtaining the employer's permission to use or investigate the place of business as a work station.

Responsible Person: Instructional Team; student if appropriate

Materials/Forms: Refer to Work Site Development and Analysis Packet for a more detailed description on how to perform an job analysis/inventory.

Products/Outcome: A sequential listing of the steps involved in completing a specific job that can be used to perform a vocational assessment and construct an individualized instructional program for each student.

Suggested Start/Completion Date: Upon approval of employer and before student is placed at work site.

Activity 9: Develop a contract between the teacher/school district, employer and student. The student contract should be carefully explained to each student before obtaining their signature; the contracts can then be placed in the students' vocational notebooks. At this time, the instructional team and employer should determine a process for evaluating a student and actions which will occur because of poor work habits (including tardiness and absences, or otherwise not fulfilling the terms of the contract) or excellent performance (hiring, moving to a new station or additional responsibilities). If firing a student becomes necessary, the instructional team should have alternative arrangements set up.

Responsible Person: Instructional Team, Student, Employer

Materials/Forms: Refer to Appendix Goal 1 for examples of employer and student contracts

Products/Outcome: A signed agreement delineating the specific responsibilities of each party including the tasks the student will be expected to do, days, hours, duration of work experience, school holidays, and supervision and training schedule of the work exploration coordinator.

Suggested Start/Completion Date: Before student is placed at the work exploration station.

WEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWE

STEP MANUAL - WORK EXPLORATION

Goal 2: Place the student at a community work station and provide work experience training/instruction.

Activity 1: Arrange transportation to work site.

Responsible Person: Initially arranged by the Instructional Team but eventually the student should learn how to arrange transportation.

Materials/Forms: Schedule of work experience times and days

Activity 2: Conduct a student discrepancy analysis to determine the skills the student is able to perform on the job and the skills for which the student will need training. **See Work Site Development and Analysis Packet for a more detailed description on how to conduct a student discrepancy analysis.**

Responsible Person: Instructional Team

Materials/Forms: Job analysis completed for Work Exploration Goal 1, Activity 8

Products/Outcome: An analysis of the student's strengths and weaknesses that can be used to prepare an individualized instructional program.

Suggested Start/Completion Date: After placement and initial training at work station.

WEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWE

ON-THE-JOB INSTRUCTION:

Goal 3: Supervise and monitor student's progress on the job.

Activity 1: Develop monitoring schedule and monitor the student's progress on the job. The data collection form used should include the production rate and quality of work. Update and revise the training goals/instructional programs as necessary.

Responsible Person: Instructional Team, Employer

Materials/Forms: Refer to Work Site Development and Analysis Packet and Appendix Goal 3 for examples of monitoring systems and data collection forms

Products/Outcome: A weekly or daily evaluation of the student's progress on the job that will help the teacher determine any needed changes in the instructional program or amount/type of supervision required.

Suggested Start/Completion Date: As soon as student begins training at the work station.

Activity 2: Complete a self-monitoring and/or self-evaluation form.

Responsible Person: Student with assistance from Instructional Team.

Materials/Forms: Refer to Appendix Goal 3 for examples of student self-monitoring and self-evaluation forms

Products/Outcome: The student will learn to self-monitor his/her progress on the job.

Suggested Start/Completion Date: As soon as student begins training at the work site on a weekly or daily basis.

Activity 3: Discuss and compare the evaluations completed by the student, employer and instructional team on a regular basis.

Responsible Person: Instructional Team, Student

Materials/Forms: Completed evaluation forms

Products/Outcome: The student is given the opportunity to compare his/her self-evaluation to the evaluations completed by the employer and work exploration coordinator.

Suggested Start/Completion Date: Ongoing on a weekly basis or as needed.

Activity 4: Review appropriateness of the work placement and student's supervisory needs at mid-semester, making adjustments as needed.

Responsible Person: Instructional Team, Student, Employer

Materials/Forms: N/A

Products/Outcome: The student will have an opportunity to change work stations if the current site is not working for various reasons. These reasons might include: the job is too hard or too easy for the student, the employer is not cooperative or is unhappy with the work of the student, the student wants to try something different, or the student is performing the work at a competitive rate and should be paid, given different or additional duties at the same work station, or should change work stations.

Suggested Start/Completion Date: Mid-semester or sooner, if necessary.

WEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWE

SCHOOL-BASED INSTRUCTION ON SPECIFIC AND GENERAL WORK SKILLS:

Goal 4: Identify and provided required specific and general work skills and habits, including social and communication skills. Specific work skills are those skills necessary to perform a certain job. General work skills are those skills that are performed in addition to the actual job.

Instruction in these skills can be incorporated into life skills training, taught by roleplaying and/or on-the-job. It is important to assess mastery of these skills by the student on the job rather than in the classroom setting to ensure that the skills have generalized to the setting in which they will be needed. Examples of general work skills include:

*Punctuality
Dependability
*Good grooming
Staying on-task
*Identifying when assistance is needed and communicating need to appropriate person
*Responding to interactions from supervisors and coworkers
*Initiating interaction when apropriate with supervisors and coworkers
*Maintaining appropriate eye contact, volume and tone of voice while speaking
Using breaktime appropriately
Identifying when breaktime is over and reporting to work station on time
Cleaning up work station upon completion of job each day
Refilling work materials as necessary
Identifying supervisor/location to receive job assignment
Judging quality of work by:
a. reviewing work performed
b. redoing job component if not up to quality standards
c. initiating next task
d. identifying whether or not specific job components need to be completed
Notifying supervisor if he/she will be late or absent
Appropriately asking supervisor for time off
Increasing amount of time on-the-job
Increasing amount of time able to work unsupervised
Working quickly and efficiently
*Accepting criticism and/or correction
Maintaining work despite distractions
*Performing unpleasant tasks willingly

*These skills may be taught as part of a social skills curriculum and assessed on the job. Refer to (Social Skills Curriculum) in Appendix _____ for lesson plans designed to teach these skills.

SCHOOL-BASED INSTRUCTION ON WORK-RELATED ACADEMIC AND JOB-SEEKING SKILLS:

Goal 5: Identify and provide required instruction in functional academics and job-seeking skills related to the work exploration training. Examples of these skills include:

Reading functional words identified from the work site

Developing interviewing skills listed under

Work Exploration Goal 3

Developing job-related math skills

Developing job-related writing skills

Activity 1: Review job analysis and School Supervisor's Evaluation form to determine specific functional academics needed on the job.

Responsible Person: Instructional Team, student

Materials/Forms: Completed job analysis (Work Exploration Goal 1, Activity 8), School Supervisor's Evaluation form (Work Exploration Goal 3, Activity 1)

Products/Outcome: A list of functional academics needed for each specific work station.

Suggested Start/Completion Date: Upon placement at work station; ongoing each semester.

Activity 2: Identify general academic skills needed to function on any job. These skills could include:

Following daily schedule
Following work schedule
Self-monitoring work (including charting progress)
Completing daily journal including month/day/year (locate on calendar) using job-related vocabulary words (oral, written or

pictorial form)

Responsible Person: Instructional Team, student

Materials/Forms: Refer to Appendix Goal 5 for a list of suggested general academic skills.

Products/Outcome: A list of functional academic skills that the student will need for any job.

Suggested Start/Completion Date: Ongoing each semester.

Activity 3: Develop and implement programs to teach needed general and specific work-related academic skills identified from the student discrepancy analysis and gathered during Activities 1-2 above. The instruction may include such activities as individually practicing a skill needed at work, improving rate of work completion, and/or working in a small group on job-related vocabulary words with other students who require instruction in the same skill area.

Responsible Person: Instructional Team, student

Materials/Forms: Specific and general functional academics list developed for Activities 1 and 2.

Products/Outcome: Training of functional academics that relate to current and future jobs in which the student will participate.

Suggested Start/Completion Date: Ongoing each semester.

Activity 4: Design and implement instructional activities to provide initial instruction and practice in job-seeking skills. Activities may include rehearsing interview techniques with school personnel and peers, completing actual employment applications from the work stations, and participating in discussions about appropriate behaviors and grooming.

Responsible Person: Instructional Team

Materials/Forms: Refer to Appendix Goal 5 for lesson plans, instructional strategies and possible adaptations.

Products/Outcome: Instruction and assessment each semester of employability skills for which each student needs additional instruction and those which are acceptable or appropriate.

Suggested Start/Completion Date: Upon placement at training site; ongoing each semester or until skills are mastered. (A system for maintaining mastered skills shoud be considered.)

Activity 5: Assess student's mastery of academic skills on the job.

Responsible Person: Work Experience Trainer, student

Materials/Forms: N/A

Products/Outcome: Assessment of student's generalization and mastery of functional academics learned in the classroom.

Suggested Start/Completion Date: Ongoing while student is placed at work stations.

WEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWE

Goal 6: Evaluate work exploration program and final student evaluation.

Activity 1: Provide suggestions for improvements and indicate strengths in the work exploration program.

Responsible Person: Employer

Materials/Forms: An example of a program evaluation form is included in Appendix Goal 6.

Products/Outcome: Input from employer on strengths and areas that need improvement in the work exploration program.

Suggested Start/Completion Date: At end of each semester of work exploration.

Activity 2: Conduct a final evaluation of student's work.

Responsible Person: Employer and instructional team

Materials/Forms: Refer to Appendix Goal 6 for examples of final evaluation forms.

Products/Outcome: An overall evaluation of the student's performance for the semester and permission for student to use employer's name as a reference.

Suggested Start/Completion Date: At end of each semester of work exploration.

Activity 3: Conduct a student exit interview.

Responsible Person: Instruction team and student

Materials/Forms: Refer to Appendix Goal 6 for an example of an exit interview form.

Products/Outcome: Feedback from student on the types of jobs they are interested in for next year and the career and work exploration activities they found to be most helpful.

Suggested Start/Completion Date: End of school year.

Activity 4: Summarize work exploration for each student.

Responsible Person: Instructional Team

Materials/Forms: Refer to Appendix Goal 6 for examples of work experience summary forms.

Products/Outcome: Summary of student's work experiences each semester throughout junior high and high school. This information can be used when determining the student's final career/work objectives.

Suggested Start/Completion Date: At the end of each semester of work exploration.

WEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWE

Goal 7: Show appreciation for employers' participation in work exploration program. Examples of appreciation activities include:

Writing thank you notes
Letter of appreciation
Employer appreciation luncheon or banquet
Letter of appreciation listing work sites in local newspaper's editorial section
Article for newspaper
Certificates of appreciation for employers
Students individually take employers to lunch, if funds available

Activity 1: Organize appreciation activities for employers.

Responsible Person: Students with input from instructional team

Materials/Forms: N/A

Products/Outcome: The students develop skills in showing appreciation.

Suggested Start/Completion Date: End of each semester or year of work exploration.

Activity 2: Develop and carry out plans for showing appreciation to employers.

Responsible Person: Students with assistance from instructional team

STEP MANUAL - WORK EXPLORATION

Materials/Forms: N/A

Products/Outcome: Employers are awarded for their participation in the work exploration program.

Suggested Start/Completion Date: End of each semester or year of work exploration.

WEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWEWE

Possible Work Exploration Jobs

In-Class Jobs

Feed animals
Take attendance
Straighten room
Sweep/vacuum floor
Wash dishes
Deliver messages
Clean blackboard and erasers
Put up chairs
Clean table tops
Water plants

In-School Jobs

Teacher's aide:
- Make bulletin boards
- Assist with students
- Make material
- Enter data into computer

Lunchroom assistant:
- Wash trays
- Prepare small foods
- Serve food
- Wash tables
- Clear tables
- Fill condiment containers
- Sweep floor
- Clean appliances

Library aide:
- Repair torn pages
- Dust books
- Straighten books and magazines
- Label new books
- Shelve books

Maintenance assistant:
- Sweep floors
- Wash windows
- Clean auditorium
- Clean bathrooms
- Dust
- Polish metal or woodwork
- Pull weeds
- Pick up litter
- Rake leaves
- Wash tables and chairs
- Fill towel dispensers
- Vacuum carpets
- Empty garbage cans
- Shovel snow

School bus maintenance:
- Clean out buses
- Clean seats and windows
- Wash buses

Clerical assistant:
- Make xerox and mimeograph copies
- Do simple typing
- Prepare bulletin boards
- Sort mail
- Stuff envelopes
- Stock materials
- Attach labels
- Enter data into computer
- Deliver messages
- File
- Collate, fold, staple
- Box materials
- Deliver office mail
- Inventory

Warehouse material handler:
- Clean warehouse
- Store materials
- Assemble simple materials
- Unload freight
- Deliver materials

Locker room assistant
Snack shop assistant
Messenger
Clean lab cages
Wash p.e. laundry
Shop aide
School store assistant
Recycling crew
Audio-visual media assistant
Feed lab animals
Collate school newsletter

Community Jobs

Food service:
- Prepare salad
- Weigh and package food
- Bus tables
- Food counter cashier
- Set up salad bar
- Wash dishes
- Pour coffee/water
- Waiter/waitress

Custodial:
- Wash windows
- Vacuum/sweep
- Dust

Groundskeeper: (schools, colleges, large office buildings, city departments, parks, private homes)
- Rake leaves
- Pull weeds
- Plant flowers
- Trim grass and bushes
- Sweep
- Shovel snow
- Water lawn and flowers

Stockroom:
- Unload freight
- Deliver materials
- Straighten warehouse
- Shelve freight
- Clean warehouse

Laundry: (hotels, motels, laundry services, private)
- Sort laundry
- Fold laundry
- Wash and dry laundry
- Iron

Housekeeping: (hotels, motels, senior citizens apartments, retirement homes, nursing homes, private home)

Animal caretaker: (Humane Society, animal hospitals, animal boarding)
- Wash cages
- Feed animals
- Exercise animals
- Clean office
- Clean equipment
- Groom pets

Farm Worker:
- Feed animals
- Clean buildings
- Other nonhazardous work
- Repair machinery
- Wash machinery

Product Assembler
Sewing Machine Operator

Grocer:
- Stock produce
- Bag groceries
- Cashier

Wash produce
Unload freight
Stock shelves

Plant Nursery Worker
Stock Clerk
Car Washer
Bank Teller
Cashier
File Clerk
Dispatcher
Hotel/Motel Clerk
Library Assistant
Mail Clerk
Post Office Clerk
Typist
Data Processing
Duplicating
Child Care Attendant
Nurse Aide
Newpaper Deliverer
Gas Station Attendant
Parking Lot Attendant
Sales Clerk
Hotel/Motel Maid
Teacher's Aide

APPENDIX GOAL 1

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 1

Note: This informal inventory is an example of the information that can be obtained during the work observations conducted during Career Exploration, through a personal interview with the employer or when conducting business in the community. The questions on this survey can be changed to reflect the type of information you are interested in obtaining.

Informal Inventory of Community Businesses

Business Kentucky Fried Chicken Telephone 882-5101

Address 310 W. Third St. Contact Person Colleen

The following information can be obtained by asking the employer and/or through observation during the work observations of Career Exploration, a tour of the business or when conducting business at the site:

1. Site Qualities:

Variety of jobs	Yes
Regular coworker contact	Yes
Speed not critical	Depends on job
Consistent workload	Yes
Work is nonhazardous	Some jobs involve working w/machinery,burners
Work is repetitious	Yes, except for counter work

The following information can be obtained by asking the employer:

2. Primary Activity/Service:

   Fast food restaurant specializing in chicken

3. Time of day, week or season when employer has greatest need for employment:

   During school sessions; evenings; Friday-Sunday all day

4. Time of day or week when work is slow (when a student being trained will not get in the way of other employees):

   2:00 - 4:00 Wednesdays and Thursdays

5. Operating hours: 11:00 - 9:00, every day

6. Number of employees: 10

7. Number of new employees required each year (turnover rate):
   Turnover usually in the spring after school gets out

8. Distance from school:
   Approximately 6 blocks

9. Tasks observed that need to be performed but employer does not have sufficient manpower to get the tasks done:

None

10. Types of jobs available, general tasks that occur within each job, and jobs that can be broken into parts of jobs. (Refer to Goal 2, Activity 3 for further explanation).

Frying chicken: washing parts
breading
frying

Making biscuits: mixing
rolling and cutting
baking

Filling salad cups

Washing pots, pans, utensils--done as used

Mopping floors--as needed and two times a day

STEP: University of Idaho
Goal 1: Activity 5

COMMUNITY WORK SITE DEVELOPMENT LOG

CONTACT DATE	SITE	CONTACT PERSON/PHONE	TASKS	OBSERVATION SITE?	TRAINING SITE?	ANALYSIS AVAILABLE?

JOB ANALYSIS/INVENTORY
Part I - General Information

Name of Business:

Address:

Telephone Number:

Contact Person:

List of Positions:

Position Being Evaluated:

List Duties Required of This Position:

Job Analysis Completed on what Components of Job Being Evaluated?

Job Description Available? _____ Yes (attached) _____ No

General Description of Work Setting:

Goal 1: Activity 8

Page Two

Work Hours:

Work Contingencies:

a. Appropriate attire:

b. Procedure for absences:

c. Breaks:

d. Clocking in:

e. Attendance requirements:

f. Hygiene requirements:

g. Reasons for firing employees:

h. Other:

Production Rate:

Quality Standards:

General Description of Social Environment:

Goal 1: Activity 8

Page Three

JOB ANALYSIS/INVENTORY
Part II - Job Analysis

NAME _____ DATE ASSESSED _____

DOMAIN_____ ENVIRONMENT_____

SUBENVIRONMENT_____ ACTIVITY _____

\+ = Performed skill independently
\- = Required assistance in performing skill
? = Student was not observed or did not have the opportunity to perform skill

ACTIVITY	+	-	?	DISCREPANCY

JOB ANALYSIS/INVENTORY
Part III - Supportive Skill Requirements

Reading Skills Required:

List of Reading/Vocabulary Words:

Math Skills Required: (List any specific skills needed)

Money Skill Requirements:

Writing Skills:

Discrimination Skills Needed:

Time-Telling/Time-Judgement Skills Required:

Goal 1: Activity 8

Page Five

Physical Skill Requirements:

Tool and Machine Skills:

Verbal/Nonverbal Language Skills: (List specific interactions that occur on a regular basis)

Interpersonal Skills Required: (List specific skills)

Other Skill Requirements:

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9

(Name of School)
TRAINING AGREEMENT COVER SHEET
(Teacher, Employer and Parent Copy)

Student _____ Age _____

S.S.N. _____ Home Telephone _____

School _____ Telephone _____

Employer/Training Sponsor _____

Address _____ Telephone _____

Work Exploration Supervisor _____

****

Beginning Date _____

Ending Date _____

Work Hours _____ to _____ M T W Th F

On the following holidays/vacations, the student:

_____ will work

_____ will not work

(list all holiday, vacation and other dates when school will not be in session in this space)

(Name of School)
TRAINING AGREEMENT

The Employer/Training Sponsor Agrees To:

1. Develop a training plan with the work-experience coordinator;
2. Work with the coordinator to ensure the best possible training;
3. Help to evaluate the student's performance;
4. Provide time for consultation with the coordinator to discuss the student's progress;
5. Consult with the work-experience coordinator if dismissal is anticipated; conferences should be held to avoid dismissal.

The Student Agrees To:

1. Be regular in attendance on the job;
2. Inform the employer and the coordinator in the event of illness or absence;
3. Perform work responsibilities in an efficient and willing manner;
4. Demonstrate appropriate dress and grooming habits and act in an appropriate manner;
5. Conform to the rules and regulations of the work site;
6. Be subject to discharge at any time because of poor work habits or dishonesty.

The Parent/Guardian Agrees To:

1. Share responsibility for school and job attendance, including calling the employer in case of illness or absence;
2. Encourage the student to succeed in school work and work experience.

Goal 1: Activity 9
Page Three

The Work-Exploration Coordinator Agrees To:

1. Develop a training plan with the employer;
2. Provide necessary related classroom instruction;
3. Supervise and provide training needed by the student on a regular basis as agreed upon with the employer;
4. Evaluate the student's performance on a regular basis with input from the employer;
5. Inform parents and student of progress made at the work site.

The coordinator and/or employer reserve the right to withdraw the student from the work station under the following conditions:

a. The student is no longer enrolled in school;
b. The student's attendance or performance is unsatisfactory;
c. The policies or rules of the employer are abused by the student;
d. The student decides to terminate the training;
e. The activities no longer need to be performed at the site;
f. The student is performing the job at a competitive rate.

Student	Date
Parent/Guardian	Date
Employer	Date
Work-Experience Coordinator	Date

STEP MANUAL - WORK EXPLORATION

Goal 1: Activity 9

Directions: This form should be reviewed with the students before obtaining their signature. The signed form can then be placed in each student's vocational notebook.

STUDENT TRAINING AGREEMENT - Option 1
(Student Copy)

Training Site _____

Work Hours _____ to _____ M T W Th F

On the following holidays/vacations, the student:

_____ will work _____ will not work

(list all holiday, vacation and other dates when school will not be in session in this space)

The Student Agrees To:

1. Be on time.
2. Call employer and teacher if sick. (Explain procedure)
3. Show that you like your job. (Explain and roleplay)
4. Come to work clean and dressed neatly.
5. Work quickly.
6. Check your work.
7. Be honest.
8. Follow the rules. These rules are:
   (list and explain rules)

REMEMBER! You may be hired if:
- a. You come to work regularly and on time.
- b. Your appearance is neat and clean.
- c. You show you like your job.

REMEMBER! You may be fired at any time if:
- a. Your work is not satisfactory.
- b. You are dishonest.
- c. Your work habits are poor.

The above form has been explained to me and I understand and agree to follow these rules.

_____ _____
Student Date

_____ _____
Work-Experience Coordinator Date

STUDENT TRAINING AGREEMENT - Option 2
(Student Copy)

Training Site:

Work Hours:

1:30
(Start Work)

3:00
(Stop Work)

M T W Th F

You _____ will _____ will not work on these dates: (the student will need to be reminded of this before each date)

I agree to:

1. Be to work on time.

2. Call if sick.

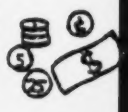
3. Be clean and neat.

4. Show that I like my job.

5. (list other rules specific to job)

You can be fired if you don't follow these rules.

You can earn (points, tokens, money, praise, etc.) if you follow these rules.



_____ _____
Student Date

_____ _____
Work Experience Coordinator Date

APPENDIX GOAL 3

Goal 3: Activity 1

STUDENT PROGRESS REPORT

Student _____ Job Title _____

Training Site _____ Date _____

Note to supervisor: This rating sheet is used by the special education program for counseling. Please compare the trainee's performance to the expectations that you have for a competitive employee and check the appropriate column.

	Unacceptable	Acceptable	Comments
1. On time and at work regularly			
Number of days missed since last report			
2. Personal appearance			
3. Attitude toward job			
4. Ability to get along with coworkers			
5. Ability to follow directions			
6. Ability to take correction			
7. Ability to work unsupervised			
8. Rate of production			
9. Quality of work			

Are you satisfied with student's progress? _____

_____

Additional comments:

_____

Supervisor's Signature

Goal 3: Activity 1

STUDENT PROGRESS REPORT

Student _____ Job Title _____

Training Site McDonald's Date 1/30/85

Note to supervisor: This rating sheet is used by the special education program for counseling. Please compare the trainee's performance to the expectations that you have for a competitive employee and check the appropriate column.

	Unacceptable	Acceptable	Comments
1. On time and at work regularly		X	
Number of days missed since last report			
2. Personal appearance		X	
3. Attitude toward job		X	
4. Ability to get along with coworkers		X	
5. Ability to follow directions		X	
6. Ability to take correction		X	
7. Ability to work unsupervised		X	
8. Rate of production		X	
9. Quality of work		X	

Are you satisfied with student's progress? Yes, doing very well. Will be cross training next week to a new station.

Additional comments:

_____
Supervisor's Signature

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 1

STUDENT PROGRESS REPORT

Student _____ Job Title _____

Training Site McDonald's Date Feb. 26, 1985

Note to supervisor: This rating sheet is used by the special education program for counseling. Please compare the trainee's performance to the expectations that you have for a competitive employee and check the appropriate column.

	Unacceptable	Acceptable	Comments
1. On time and at work regularly		X	
Number of days missed since last report			
2. Personal appearance		X	
3. Attitude toward job		X	
4. Ability to get along with coworkers		X	
5. Ability to follow directions		X	Needs a little more work in grill
6. Ability to take correction		X	
7. Ability to work unsupervised		X	
8. Rate of production	Needs Improvement		In grill area
9. Quality of work		X	

Are you satisfied with student's progress? Is having problems in grill area. I feel if he had more confidence, it would help him out.

Additional comments:

_____
Supervisor's Signature

NAME

TOTAL TASK SHEET

Activity

DATE:

CODE:

I = Independent

Inv = Indirect verbal cue

G = Gesture

VC = Verbal Cue

PC - Pictorial Cue

D = Demonstration

PP = Physical prompt

FA = Full Assist

Ø = No opportunity to perform

In = Initiated

OR

\+ Performed Independently

\- Need Assistance

STEP:

52

53

CRITERIA FOR CHANGE:

NAME

TOTAL TASK SHEET

Setting Up Salad Bar
Activity

DATE:

CODE:

I = Independent

Inv = Indirect verbal cue

G = Gesture

VC = Verbal Cue

PC - Pictorial Cue

D = Demonstration

PP = Physical prompt

FA = Full Assist

Ø = No opportunity to perform

In = Initiated

OR

\+ Performed Independently

\- Need Assistance

STEP:	2/27	3/6	4/3	4/10	4/17	4/24	5/1	5/6	5/8	5/15
1-6. Chop down ice	+	+	+	+	+	+	+	+	+	+
Rate:	25"	35"	50"	35"	20"	40"				
7-9. Set salad in hole	+	VC	Ø	+	+	+	+	+	+	+
10-11. Fill in holes with ice	+	VC	+	+	VC	+	+	+	+	+
12-13. Take lids off	+	+	VC	+	IVC	PC	+	+	+	+
Rate:	10"	10"	Ø	20"	30"	30"	50"	33"	43"	49"
14-16. Push kale into ice	+	+	+	+	+	+	+	+	+!	+
Rate:	45"	60"	Ø	55"	40"	50"	45"		55"	
18-22. Put spoons and tongs out	VC	VC	VC	+	+	+	VC	+	+	+
Rate:	15"	10"	13"	8"	15"	10"	10"	64"	Ø	Ø
Clean-up										
1-3. Wipe water off island	IVC	+	+	+	+	+	+	+	+	+
4-8. Clean inside/outside glass	+	+	+	+	+	+	+	+	+	+
9-11. Put out oil/cheeses	Ø	+	+	Ø	+	Ø	+	Ø	Ø	Ø
Rate:	15"	5"	15"	8"	5"	15"	15"	15"	20"	5"
Total Rate:	1'50"	Ø	Ø	Ø	1'50"		2'	1'57"		1'40"
						2'25"			1'43"	

CRITERIA FOR CHANGE:

NAME

TOTAL TASK SHEET

Filling salad cups
Activity

DATE: 4/8 | 4/22 | 4/29 | 5/6 | 5/13

CODE:

I = Independent

Inv = Indirect verbal cue

G = Gesture

VC = Verbal Cue

PC - Pictorial Cue

D = Demonstration

PP = Physical prompt

FA = Full Assist

Ø = No opportunity to perform

In = Initiated

OR

\+ Performed Independently

\- Need Assistance

STEP:																				
1. Greet co-workers	PC	PC	PC	PC	PC															
2. Walk behind counter	+	PP	+	+	+															
3. Enter office door	INV	PP	VC	+	+															
4. Take off coat	VC	+	INV	+	+															
5. Put on apron (PC)	+	+	+	+	+															
6. Wash/dry hands at sink (PC)	+	+	+	+	+															
7. Get materials:																				
a. bag of cups (PC)	+	+	+	+	+															
b. lids (PC)	+	+	+	+	+															
8. Fill cups	INV	+	+	PP	+															
" "	VC	VC	VC	+	INV															
" "	PP	INV	+	+	VC															
" "	PP	PP	VC	VC	PP															
9. Pack down coleslaw	D	D	+	+	+															
" "	G	+	+	+	+															
10. Clean edge of cup	+	D	+	D	+															
" "	PP	PP	+	+	D															
" "	PP	VC	+	FA	D															
" "	VC	+	+	FA	FA															
11. Put on lid	+	+	+	+	+															
" "	VC	+	+	+	INV															
" "	INV	INV	VC	+	+															
	+	INV	PP	+	VC															

CRITERIA FOR CHANGE:

TASK ASSESSMENT DATA SHEET

NAME _____

WORKSITE _____

GOAL _____

_____

DATE	TASK	TIME BEGAN	TIME COMPLETED	ITEMS COMPLETED	TOTAL TIME	COMMENTS

STEP: University of Idaho, Moscow, Idaho
Goal 3: Activity 1

STUDENT TRAINING PLAN

Student _____

Training Site _____

Work Supervisor _____

Rating Key

0 - Not sufficient opp. to learn
1 - Needs constant supervision
2 - Needs some supervision
3 - Can do task unsupervised

Check Task To Be Done	Task No.	Task	Rating											
	1.													
	2.													
	3.													
	4.													
	5.													
	6.													
	7.													
	8.													
	9.													
	10.													
	11.													
	12.													
	13.													
	14.													
	15.													
	16.													
	17.													
	18.													
	19.													
	20.													

Work Exploration
Goal 3: Activity 1

STUDENT TRAINING PLAN

Student _____

Training Site _____

Work Supervisor _____

Rating Key

0--Not sufficient opp. to learn
1--Needs constant supervision
2--Needs some supervision
3--Can do task unsupervised

Check task to be done	Task no.	Task	Rating									
			2/01	2/15	3/01	3/15	3/29	4/12	4/26	5/10	5/24	6/05
	1	File catalog cards										
	2	File order cards	2	3	3		3	3		2	—	
	3	File shelf lists			3		3	3		2	—	
	4	Label regular collection	2	2	3		3	3		3	3	
	5	Label curriculum collection, PNW, reference			2		2	3		3	3	
	6	Shelve newspapers on main floor	3	3	3		3	3		3	3	
	7	Keep newspaper shelves in order	3	3	3		3	3		3	3	
	8	Sort, tie, store newspapers			2		3	3		3	3	
	9	Shelve periodicals on main floor	3	3	3		3	3		3	3	
	10	Keep slant shelves in good order	3	3	3		3	3		3	3	
	11	Shelve curriculum										
	12	Shelve regular collection										
	13	Shelve new books										
	14	Exchange list: sort materials to go out										
	15	Exchange list: file requests										
	16	Exchange list: prepare orders for mail										
	17	Pull order cards										
	18	Make order cards for gift books										
	19	Prepare children's books for shelving					0	0		0	2	
	20	Filing requisitions						2		—	—	
	21	Label paperback collection						2		3	3	

Work Exploration
Goal 3: Activity 1

STUDENT TRAINING PLAN

Student _____

Training Site _____

Work Supervisor _____

Rating Key

0--Not sufficient opp. to learn
1--Needs constant supervision
2--Needs some supervision
3--Can do task unsupervised

Check task to be done	Task no.	Task	Rating									
			2/01	2/15	3/01	3/15	3/29	4/12	4/26	5/10	5/24	6/05
	1	File completed orders										
	2	File order cards	0	2	2		2	2		2	–	
	3	Label regular collection	2	2	3		3	3		3	2	
	4	Shelve new books (waiting for products)	2	3	3		3	3		–	3	
	5	Match purchase orders to reqs									–	
	6	Sort order cards/addresses for mailing									–	
	7	Shelve periodicals	–	2	2		3	3		3	3	
	8	Keep slant shelves in order	–	2	2		3	3		3	3	
	9	Shelve newspapers	–	2	2		3	3		3	3	
	10	Keep papers in order	–	2	2		3	3		3	3	
	11	Prepare children's books for shelves					0	0		–	2	
	12	Prepare encyclopedias for shelving					2	–		–	–	
	13											
	14											
	15											
	16											
	17											
	18											
	19											
	20											
	21											

Goal 3: Activity 1

WORK EXPLORATION COORDINATOR'S EVALUATION FORM

Student's Name _____ Date _____

Training Site _____ Supervisor _____

1. List tasks the student is working on presently; describe performance on current tasks.

2. List areas where the student needs help with training, describe instructional ideas.

3. List academic skills identified at the training site that the student can work on in class.

4. Social skills:
   a. Comment on student's strengths observed during the week.

   b. List areas in which student needs to improve.

Goal 3: Activity 1

WORK EXPLORATION COORDINATOR'S EVALUATION FORM

Student's Name _____ Date 1/29/85

Training Site LCSC Library Supervisor _____

1. List tasks the student is working on presently; describe performance on current tasks.

   1. Periodicals--shelving, sorting, straightening
   2. Preparing new books for the shelf
   3. Filing order cards and shelf lists
   4. Filing business papers by last name

2. List areas where the student needs help with training, describe instructional ideas.

   Is doing an excellent job shelving periodicals independently. She requires some supervision in preparing new books for the shelf. Her work supervisor plans to provide the instruction she needs to be able to prepare general circulation, reference, paperback, and children's collection books independently.

3. List academic skills identified at the training site that the student can work on in class.

   Review alphabetical order.

4. Social skills:
   a. Comment on student's strengths observed during the week.

   Is very outgoing. She always greets coworkers coworkers with a smile. She recalls other employees' names. She is eager to work, punctual, and energetic.

   b. List areas in which student needs to improve.

      1. Needs to attend to employer while she is giving directions and not begin until directions are given.
      2. Needs to acknowledge she has heard instructions.

Goal 3: Activity 1

WORK EXPLORATION COORDINATOR'S EVALUATION FORM

Student's Name _____ Date February 26, 1985

Training Site McDonald's Supervisor _____

1. List tasks the student is working on presently; describe performance on current tasks.

   Learning grill during quiet times

   Clean-up when busy

2. List areas where the student needs help with training, describe instructional ideas.

   Needs to practice sequence on grill more. Is going to try breaking the training down into smaller steps so he can learn the sequence without having to do it all at once.

3. List academic skills identified at the training site that the student can work on in class.

   Needs lots of encouragement to try hard and keep at it. McDonald's is very interested in keeping him on as a paid employee in the future. It will just take practice and more time to learn the different areas.

4. Social skills:
   a. Comment on student's strengths observed during the week.

   b. List areas in which student needs to improve.

      Forgot uniform today so was sent home. May have been because of not doing too well at job.

Goal 3: Activity 1

WORK EXPLORATION COORDINATOR'S EVALUATION FORM

Student's Name _____ Date February 20, 1985

Training Site McDonald's Supervisor _____

1. List tasks the student is working on presently; describe performance on current tasks.

   Clean-up

   Grill

2. List areas where the student needs help with training, describe instructional ideas.

   Is having a hard time learning the grill. Will put a different trainer with him next week to see if that makes a difference. Also, memorizing training cards might help.

3. List academic skills identified at the training site that the student can work on in class.

   Read training cards

4. Social skills:
   a. Comment on student's strengths observed during the week.

      Same as always--good

   b. List areas in which student needs to improve.

      None--I think he is frustrated about his difficulty in learning the grill. Hopefully this won't become a problem.

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 2

STUDENT'S SELF-EVALUATION FORM

Name _____ Date _____

Training Site _____

Do You:	Yes	Needs Work
1. Follow directions?		
2. Get along with people at work?		
3. Come to work every day?		
4. Work hard?		
5. Show an interest in the job?		
6. Come to work on time?		
7. Dress appropriately for work?		
8. Look neat and clean?		
9. Work quickly?		

I missed the following days of work (give reason):_____

_____

I feel good about these things concerning my work:_____

_____

I need to improve these things about my work:_____

_____

Journal Entry: (See examples of journal questions on next page)

Goal 3: Activity 2
Page Two

VOCATIONAL JOURNAL QUESTIONS

This semester you'll be keeping a journal in which you write about your job and how you feel about it. These are some questions you can think about to help you get started writing. Pick one to write about, or think of something important that happened to you on the job that you'd really like to write about.

1. Describe a task that you can do really well at work. What did you have to do to learn it? How do you feel about being able to do it?

2. Was there a job you did this week which you think you can do better? What happened? What are some things you could do to help you do the job better next time?

3. Write about someone you work with. What are some things the person does that make you like working with her or him?

4. Write about a mistake you made on the job. What happened? How did you feel about it? What did you do to correct the mistake?

5. What happened at work this week that made you feel really good? Why?

6. What are some of the ways your supervisor lets you know how you're doing on the job?

7. Write about a problem you're having getting along with someone at work. How did the problem start? What would you like to happen? What does the other person want? What do you think might solve the problem?

8. Is the job what you expected? What things are you doing that surprise you? Do you think you would like to do this kind of work after you graduate? Why?

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 2

STUDENT'S SELF-EVALUATION FORM

Name _____ Date February 28, 1985

Training Site McDonald's

Do You:	Yes	Needs Work
1. Follow directions?	X	
2. Get along with people at work?	X	
3. Come to work every day?	X	
4. Work hard?	X	
5. Show an interest in the job?	X	
6. Come to work on time?	X	
7. Dress appropriately for work?	X	
8. Look neat and clean?	X	
9. Work quickly?		X

I missed the following days of work (give reason): _____

I feel good about these things concerning my work: _____

I need to improve these things about my work: _____

Working on the grill

Journal Entry: (See examples of journal questions on next page)

I am cooking hamburgers. I like it but I don't understand it.

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 2

STUDENT'S SELF-EVALUATION FORM

Name _____ Date January 24, 1985

Training Site McDonald's

Do You:	Yes	Needs Work
1. Follow directions?	X	
2. Get along with people at work?	X	
3. Come to work every day?	X	
4. Work hard?	X	
5. Show an interest in the job?	X	
6. Come to work on time?	X	
7. Dress appropriately for work?	X	
8. Look neat and clean?	X	
9. Work quickly?	X	

I missed the following days of work (give reason): _____

I like it

I feel good about these things concerning my work: Something to do and I like it.

I need to improve these things about my work: I don't need to improve on anything yet.

Journal Entry: (See examples of journal questions on next page)

Swept floor, wash tables, wash windows, empty trash, first day.

I like working at McDonald's because I work with people and the work is hard and fun.

STEP MANUAL - WORK EXPLORATION

Goal 3: Activity 2

STUDENT'S SELF-EVALUATION FORM

Name _____ Date January 24, 1985

Training Site LCSC

Do You:	Yes	Needs Work
1. Follow directions?	X	
2. Get along with people at work?	X	
3. Come to work every day?	X	
4. Work hard?	X	
5. Show an interest in the job?	X	
6. Come to work on time?	X	
7. Dress appropriately for work?	X	
8. Look neat and clean?	X	
9. Work quickly?	X	

I missed the following days of work (give reason): _____

I feel good about these things concerning my work: I like to work at different things. It is very interesting.

I need to improve these things about my work: No. I do what I need to do. If I need to ask something, I ask.

Journal Entry: (See examples of journal questions on next page)

I learned alot about different things. Learned alot about doing books and putting newspapers and magazines on shelves.

I feel happy about what I did. It was easy to do.

Goal 3: Activity 2

STUDENT'S WORK LOG

Training Site _____

Day	Month	Date	Year
_____	_____	_____	_____

Activities:

_____

_____

_____

_____.

Note: Students can describe in writing the tasks they completed at work that day on their own, combining vocabulary cards into sentences or by compiling pictures into a sequence of the tasks performed. This activity is useful because it helps students think about what they do on the job and learn vocabulary words related to work.

Goal 3: Activity 2

Note: This is an example of a self-monitoring system used by a student with mild handicaps. The checklist is used by the student to check the next task in her work sequence. The data sheet is used by the student to help her increase rate of task completion. The teacher writes the goal and criteria on the left-hand side. When the student completes a task, she writes in her rate in the column under the date and compares her rate to the goal.

SETTING UP THE SALAD BAR

Steps:

1. Chop down ice
2. Set salad in hole
3. Fill holes with ice
4. Take lids off containers
5. Push kale into ice
6. Put spoons and tongs into containers

Clean-Up:

1. Wipe off salad bar
2. Clean inside and outside of glass
3. Put oil/vinegar and cheese out on salad bar

DATE:																								
JOB	Rate of Task Completion																							
Step: Goal: Criteria:																								
Step: Goal: Criteria:																								
Step: Goal: Criteria:																								
Step: Goal: Criteria:																								
Step: Goal: Criteria:																								

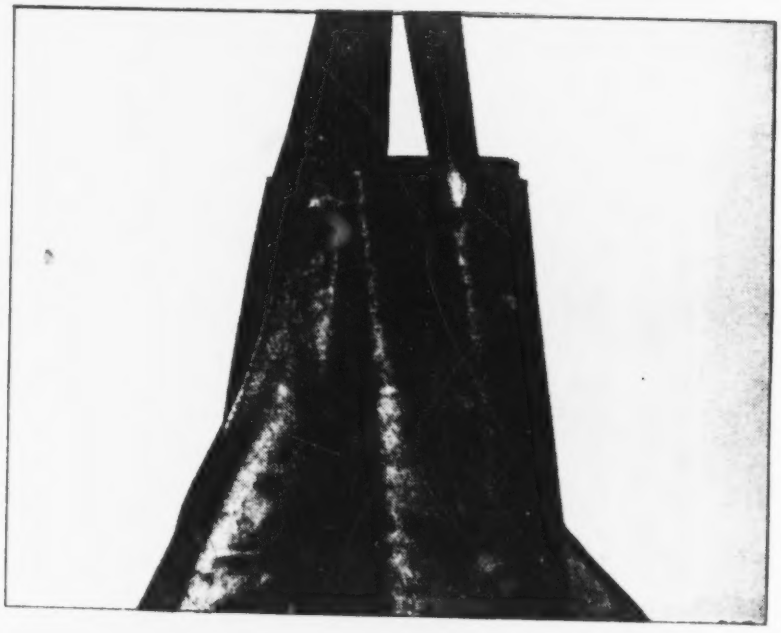
APPENDIX GOAL 4

Goal 3: Activity 2

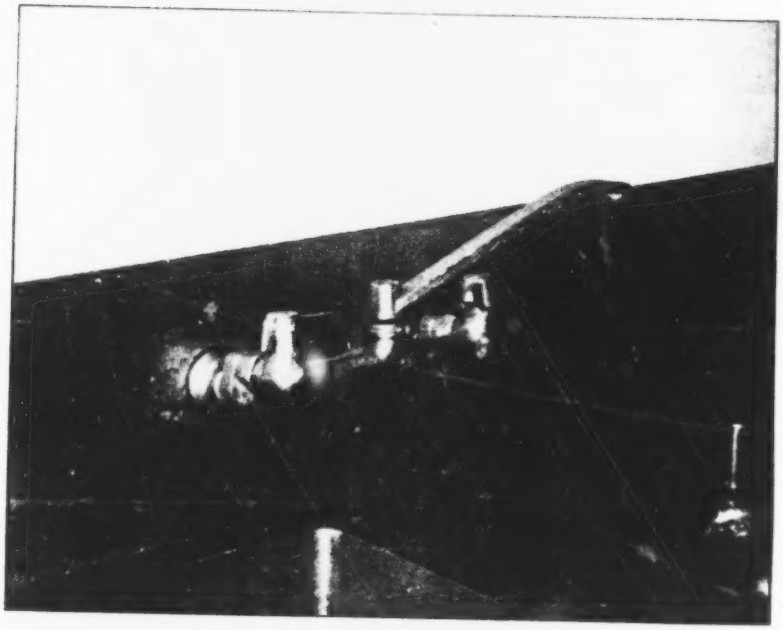
Note: This sytem is used by a student with severe handicaps. Laminated index cards have a photograph taped on and a word describing the picture. The student is asked to look at the picture, read the word, then perform the action. After the action is performed, the student flips over the card and goes on to the next activity.

WORK
(It's time to work)

"Hi SHANNON"



APRON
(Put on the apron)



WASH HANDS

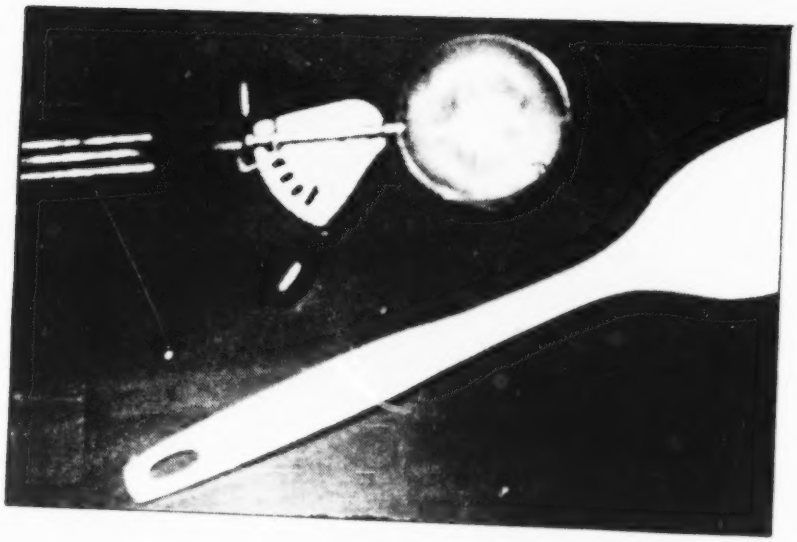
POTATO SALAD

MACARONI SALAD

COLESLAW

SMALL CUPS

LARGE CUPS



SCOOP

SPOON

BUS
(Get on the bus)

80

SUGGESTED INSTRUCTIONAL STRATEGIES/ADAPTATIONS

Goal 4: Develop required specific and general work skills and habits.
Activity 2: Write an instructional program to develop the following specific and general work skills:

Skill	Mild	Moderate/Severe
Punctuality Reliability Good grooming Staying on-task Follow safety procedures	Provide reasons why these habits are important. Employers talk to class about importance of these work habits Students self-monitor performance Use videotapes of appropriate and inappropriate work habits	Discuss in class Have employer discuss with student while on the job. Have student self-monitor. Discuss with student if problems occur Use videotapes of appropriate work habits
Using appropriate transportation to travel to and from work	Discuss in Class	Repeated practice using methods typically available
Notifying supervisor if he/she will be late or absent	Discuss in Class	Repeated practice using methods typically available
Appropriately asking supervisor for time off	Discuss in Class	Repeated practice using methods typically available
The following skills may be taught using these and other methods:		
Identify when assistance is needed; communicating need to appropriate person	Roleplay Demonstration Use specific examples from work Discuss in class	Roleplay Teach on-the-job Use specific examples from work
Responding to interactions from supervisor and co-workers	Roleplay Demonstration Use specific examples from work Discuss in class	Roleplay Teach on-the-job Use specific examples from work

Goal 4: Activity 2 Continued . . .
Page Two

Skill	Mild	Moderate/Severe
Initiating interaction when appropriate	Roleplay Demonstration Use specific examples from work Discuss in Class	Roleplay Teach on-the-job Use specific examples from work
Maintaining appropriate eye contact volume and tone of voice while speaking	Roleplay Demonstration Use specific examples from work Discuss in Class	Roleplay Teach on-the-job Use specific examples from work
Accepting criticism and/or correction	Roleplay Demonstration Use specific examples from work Discuss in Class	Roleplay Teach on-the-job Use specific examples from work
Performing unpleasant tasks willingly	Roleplay Demonstration Use specific examples from work Discuss in Class	Roleplay Teach on-the-job Use specific examples from work
Demonstrate initiative	Roleplay Demonstration Use specific examples from work Discuss in Class	Roleplay Teach on-the-job Use specific examples from work
The following skills may be taught if necessary using these methods:		
Using breaktime appropriately	Monitor and teach on-the-job if problems	Teach on-the-job
Identifying when breaktime is over; reporting to work station on time	Monitor and teach on-the-job if problems	Develop time-telling skills or use a stopwatch
Cleaning up work station upon completion of job each day	Monitor and teach on-the-job if problems	Teach on-the-job

Skill	Mild	Moderate/Severe
Refilling work materials as necessary	Monitor and teach on-the-job if problems	Teach on-the-job
Identifying supervisor/location to receive job assignment	Monitor and teach on-the-job if problems	Teach on-the-job
Maintaining work despite distractions	Monitor and teach on-the-job if problems	Teach on-the-job
Judging quality of work by: a. reviewing work b. redoing job component if not up to quality standards. c. initiating next task d. identifying whether or not specific job components need to be completed	Monitor and teach on-the-job Have supervisor check work and give feedback Demonstration	Repeated practice Teach on-the-job Have supervisor check work and give feedback Provide a written or pictorial checklist Demonstration
Working quickly and efficiently	Monitor and teach on-the-job Have supervisor check work and give feedback Demonstration	Repeated practice Teach on-the-job Have supervisor check work and give feedback Provide a written or pictorial checklist Demonstration
Increasing amount of time on-the-job	Gradually increase amount of hours student is expected to work each semester	Gradually increase amount of hours student is expected to work each semester.

Skill	Mild	Moderate/Severe
Increasing amount of time able to work unsupervised	Fade supervision Train employer to monitor student's work Teach student to self-monitor work	Fade supervision Train employer to monitor student's work Teach student to self-monitor work
Increase rate/speed	Use self-monitoring system Graph progress	Use self-monitoring system Graph progress

APPENDIX GOAL 5

Goal 5: Activity 2

CAREER EXPLORATION UNIT
General Work-Related Academic Skills

Goal 5: Provide instruction in functional academics and job-seeking skills related to work exploration.
Activity 2: Identify general academic skills needed to function on any job. Examples of work-related academic skills include:

Reading
- Following daily schedule
- Following work checklist
- Self-monitoring work (including charting progress)
- Completing daily journal including month/day/year (locate on calendar) using job-related vocabulary words (oral, written or pictorial form)
- Reading specific and general job-related vocabulary words, job descriptions, and training manuals

Math
- Self-monitoring work (including charting progress)
- Developing job-related math skills including:
  - Estimating elapsed time
  - Completing time cards
  - Using watch or stopwatch to monitor rate
  - Counting number of items completed
  - Budget money to use for breaks
  - Computing total time worked
  - Computing sales tax

Writing
- Self-monitoring work (including charting progress)
- Completing daily journal including month/day/year (locate on calendar) using job-related vocabulary words (oral, written or pictorial form)
- Developing job-related writing skills including:
  - Writing date on correspondence and/or reports
  - Filling out forms
  - Listing needed supplies
  - Recording number of hours worked

Language/Communication
- Learning job duties from oral instructions, demonstration and/or pictorial sequence
- Asking for help or clarification
- (Refer to Goal 5, Activity 2 for a list of language and communication skills needed on the job)

Goal 5: Activity 4

SUGGESTED INSTRUCTIONAL STRATEGIES/ADAPTATIONS

Goal 5: Provide instruction in functional academics and job-seeking skills related to work exploration.
Activity 4: Design instructional activities to teach the following job-seeking skills:

a. Pick up application forms from places of employment
b. Fill out application forms
c. Complete a resume or personal data sheet
d. Call the employer to set up an interview
e. Use a system to remember interview time and date
f. Incorporate time and date into schedule
g. Arrange transportation to business
h. Prepare and taking any materials needed for interview
i. Dress appropriately for the interview
j. Locate place of employment
k. State purpose of visit to receptionist
l. Introduce self to employer
m. Answer questions asked by employer appropriately
n. Ask appropriate questions of employer
o. Thank employer after interview
p. Follow up on places where applications are filed
q. Use employment agencies to locate jobs

Suggested instructional strategies and/or adaptations include:

Skill	Mild	Moderate
Set up an interview	Demonstrate Roleplay Practice	Demonstrate Roleplay Practice Use simple script Ask someone to call Go in person to set up interview; use a communication system
Schedule & keep track of interview time and date	Group and ind. instruction using roleplaying and worksheets	Demonstration Roleplay Group and individual practice Adapted schedule book
Arrange transportation	Students can arrange own transportation	Brainstorm ways of getting to site Demonstrate Roleplay

Goal 5: Activity 4
Page Two

Skill	Mild	Moderate
Prepare materials needed for interview	Group and ind. practice Examples	Practice Use simple script Ask someone to arrange Group and ind. practice Simplified forms Ask someone for assistance
Dress appropriately for interview	Demonstrate appropriate & inappropriate dress Roleplay Guest speakers	Demonstrate appropriate dress Roleplay Use checklist before going to interview
Locate place of employment	Teach map reading skills, if needed Locate place before interview date	Use adapted map and well-known reference points Locate place before interview date Ask for assistance
Prepare for interview	Demonstration Roleplay Practice Guest speaker Carry written information in wallet Write out answers to anticipated questions to practice and refer to during interview Develop a checklist of points to be covered during interview	Demonstration Roleplay Practice Use communication system to answer anticipated questions and to ask questions Write out simple answers to anticipated questions to practice and refer to during interview Use assistance from teacher during interview

Goal 5: Activity 4
Page Three

Skill — Severe

Students with severe handicaps can be introduced to the employer before being placed at the work site.

Eye contact
Greetings
Using communication system

Repeated practice sessions
Provide frequent opportunities to use skill
Reinforcement

Goal 5: Activity 4

CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 5: Provide required instruction in functional academics and job-seeking skills related to work exploration.
Activity 4: Design instructional activities to provide initial instruction and practice in job-seeking skills.

Objective/Purpose:
1. The student will be able to prepare a simple resume or personal data sheet by typing, using other resources or using an adaptation.

Input:
1. Materials:
   - Resume worksheets
   - Examples of simple resumes
   - Blank resume form
2. Teacher and students discuss what a resume is, what it is used for, when to prepare one and who the resume is for.
3. Teacher and students discuss each section of the resume.
4. Teacher will help students fill in information on the resume worksheets and transfer this information to the blank resume sheet.
5. Teacher and students will prepare or make arrangements for preparing a final copy of the completed resume for inclusion in the student's vocational notebook.

Guided Practice:
1. Students will fill out the resume worksheets.
2. Students will transpose the information the the blank resume form.

Check for Understanding:
1. Students will identify information from the resume worksheets to be recorded in the appropriate sections of the blank resume form.
2. Students will appropriately use the resume when applying for jobs in the community.

Independent Practice:
1. Students will use the resume when applying for jobs.

WRITING A RESUME

A resume is a 1 or 2 page summary of your education, work experience and interests. It lets an employer learn a lot about you quickly. Usually it is written in reverse chronological order. That means you list your most recent job first, then the job just befoore that, and so on. The resume should be brief and neatly typed. If you don't type, find someone who can do it for you.

A resume usually has these parts:

* Your name, address and telephone number at the top
* Your education--high school and beyond
* Your experience--paid and unpaid training
* Your interests, awards or honors
* Three work or personal references with addresses and phone numbers

RESUME WORKSHEET

Section I.

OBJECTIVE: I AM SEEKING FULL-TIME OR PART-TIME EMPLOYMENT AS

_____.

****

Section II.

PERSONAL INFORMATION

NAME: _____

ADDRESS: _____
Street

_____
City State Zip Code

TELEPHONE NUMBER: _____

BIRTH DATE: _____

****

Section III.

EDUCATION

NAME OF SCHOOL: _____

CITY: _____ STATE: _____

DATE OF GRADUATION: _____

Goal 5: Activity 4
Page Four

Section IV.

WORK EXPERIENCE

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

_____

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

_____

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

_____

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

_____

NAME OF PLACE: _____

DATE EMPLOYED: _____

JOBS: _____

_____

Section V.

INTERESTS

WHAT DO YOU LIKE TO DO AFTER SCHOOL OR IN YOUR FREE TIME?

_____

_____

_____

****

Section VI.

REFERENCES

NAME: _____ POSITION: _____

PLACE OF EMPLOYMENT: _____

CITY & STATE: _____

TELEPHONE NO.: _____

NAME: _____ POSITION: _____

PLACE OF EMPLOYMENT: _____

CITY & STATE: _____

TELEPHONE NO.: _____

NAME: _____ POSITION: _____

PLACE OF EMPLOYMENT: _____

CITY & STATE: _____

TELEPHONE NO.: _____

RESUME

OBJECTIVE: _____

_____

NAME: _____

ADDRESS: _____

_____

TELEPHONE: _____

BIRTHDATE: _____

EDUCATION: _____

_____

_____

EXPERIENCE: _____

_____

_____

_____

_____

_____

INTERESTS: _____

_____

REFERENCES: _____

_____

_____

_____

_____

_____

SAMPLE RESUME

OBJECTIVE:	Full or part-time employment as hotel/motel cleaner.
NAME:	Wendy E. Moore
ADDRESS:	782 Summit Street Moscow, ID 83843
TELEPHONE:	(208) 882-1802
BIRTHDATE:	8/19/65
EDUCATION:	Moscow High School, Moscow, Idaho Graduated: June, 1986
EXPERIENCE:	
9/84 - Present	Al's Service Station, Moscow, Idaho Part-time gas station attendant Duties: pump gas, collect money, change oil, complete other minor repairs
6/84 - 9/84	Rosauer's, Lewiston, Idaho Full-time produce worker (summer job) Duties: Stock produce bins, water produce
INTERESTS:	Photography, computers, sports
REFERENCES:	Alan Church, Owner Al's Service Station Moscow, Idaho 882-2341 Scott Everett, Manager Rosauer's Lewiston, Idaho 746-5664 Elizabeth Murray, Teacher Moscow High School Moscow, Idaho 882-2591

Goal 5: Activity 4

CAREER EXPLORATION UNIT: Sample Lesson Plans

Goal 5: Provide required instruction in functional academics and job-seeking skills related to work exploration.
Activity 4: Design instructional activities to provide initial instruction and practice in job-seeking skills.

Objective/Purpose:
1. The student will demonstrate the skills necessary or use adaptations to complete community application forms.

Input:
1. Materials:
   Examples of application forms from businesses in the community
   Examples of completed application forms
   Completed personal data cards or resumes

2. Teacher provides a rationale for learning to complete a variety of application forms for employment.

3. Teacher will explain each section of the application form.

4. Students will use their resume or personal data card to practice entering information on an application form.

5. Students will learn to complete a variety of application forms

6. Teacher and students will prepare or make arrangements for preparing a final copy of the completed resume for inclusion in the student's vocational notebook.

Guided Practice:
1. Students will fill out a variety of application forms.

Check for Understanding:
1. Students will identify information pertaining to the different sections of the application forms.

2. Students will appropriately use completed application forms when applying for jobs in the community.

Goal 5: Activity 4
Page Two

Independent Practice:
1. Students will use completed application forms when applying for jobs.

APPENDIX GOAL 6

Goal 6: Activity 1

PROGRAM EVALUATION

Work Station:

Supervisor:

Date of Evaluation:

We are always looking for way to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate--too much supervision, not enough?

2. Did the work exploration program interfere with the operation of business and/or the employees in any way?

3. Were you given a realistic idea of what to expect from this program?

4. Knowing what is involved, are you willing to accept students for this program next semester?

5. Are you willing to pay a student for work experience?

6. If asked, will you write a letter of recommendation or talk with other businesses who have questions about becoming a work station site?

7. Suggestions for improvement, additional comments, etc. (use back of paper, if necessary)

THANK YOU FOR YOUR COOPERATION!

STEP--University of Idaho

PROGRAM EVALUATION

Work Experience Site: State College Library

Supervisor:

Date of Evaluation: June 5, 1985

We are always looking for ways to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate--too much supervision, not enough? Adequate supervision. I was impressed with the interest shown by the supervisor - not only in the students themselves but in the work performed.

2. Did the work experience program interfere with the operation of business and/or the employees in any way? The office normally is closed from 12:00 to 1:00. Lunch hours were adjusted to assure someone on duty when the girls arrived for work. A great deal of time was also required for teaching & supervision of job procedures.

3. Knowing what is involved, would you be willing to accept students for this program next semester? It would depend upon our circumstances at the time, e.g., work load, available personnel, etc. And the ability of the student to work independently after initial instruction.

4. Would you be willing to pay a student for work experience? We have no funds available for this type of project.

5. Were you given a realistic idea of what to expect from this program? If not, what was lacking? I would like to be appraised of students learning problems and capabilities.

6. Are you willing to write a letter of recommendation or talk with other businesses who have questions about becoming a work experience placement site? Yes

7. Suggestions for improvement, additional comments, etc. The program appeared to be well organized, thorough and dedicated to assisting the students. It was fun to watch their growth and enthusiasm with the job.

THANK YOU FOR YOUR COOPERATION!

(Please use back of paper, if necessary.)

161

Goal 6: Activity 1

PROGRAM EVALUATION

Work Station: McDonald's

Supervisor:

Date of Evaluation:

We are always looking for way to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate--too much supervision, not enough?

   I felt it was great. A weekly spot check helped the student and let us know the teachers were interested in us.

2. Did the work exploration program interfere with the operation of business and/or the employees in any way?

   Yes, but not in a major way. We had some problems cross training during our rush periods.

3. Were you given a realistic idea of what to expect from this program?

   Yes

4. Knowing what is involved, are you willing to accept students for this program next semester?

   Yes

5. Are you willing to pay a student for work experience?

   Yes, just as long as they were productive.

6. If asked, will you write a letter of recommendation or talk with other businesses who have questions about becoming a work station site?

   Yes I would.

7. Suggestions for improvement, additional comments, etc. (use back of paper, if necessary)

   It was a great experience working with you all!

THANK YOU FOR YOUR COOPERATION!

Goal 6: Activity 1

PROGRAM EVALUATION

Work Station: Valley Art Center

Supervisor:

Date of Evaluation: May 29, 1985

We are always looking for way to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate--too much supervision, not enough?
   Adequate

2. Did the work exploration program interfere with the operation of business and/or the employees in any way?
   No

3. Were you given a realistic idea of what to expect from this program?
   Could have been more aware of students weakness at onset.

4. Knowing what is involved, are you willing to accept students for this program next semester?
   Yes

5. Are you willing to pay a student for work experience?
   There are no funds available in our operation.

6. If asked, will you write a letter of recommendation or talk with other businesses who have questions about becoming a work station site?
   Yes

7. Suggestions for improvement, additional comments, etc. (use back of paper, if necessary)
   Counsel with us more before the student comes, so we may plan a stronger program.

THANK YOU FOR YOUR COOPERATION!

Goal 6: Activity 1

PROGRAM EVALUATION

Work Station: Community Center

Supervisor:

Date of Evaluation: June 3, 1986

We are always looking for way to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate--too much supervision, not enough?
   Yes

2. Did the work exploration program interfere with the operation of business and/or the employees in any way?
   No

3. Were you given a realistic idea of what to expect from this program?
   No. The first student I had in the program came here without my knowing any of his history or background.

4. Knowing what is involved, are you willing to accept students for this program next semester?
   Yes

5. Are you willing to pay a student for work experience?
   I would; however, I don't believe the city would.

6. If asked, will you write a letter of recommendation or talk with other businesses who have questions about becoming a work station site?
   Yes

7. Suggestions for improvement, additional comments, etc. (use back of paper, if necessary)
   I would like to know a little more about the student I'm getting before he comes in. These students all have problems and if I was aware of what theywere before he or she started work, it would be a lot easier to work around those problems.

THANK YOU FOR YOUR COOPERATION!

Goal 6: Activity 2

END OF THE YEAR EVALUATION

Student's Name _____

Site _____

	Ability Compared with Average Employee		
	Equal to	Below Average	Comments
Student:			
Is reliable			
Gets along with coworkers			
Has acceptable behavior			
Productivity			
Quality of work			

Does student show potential for future employment? _____

Student's greatest strengths? _____

Problems student may encounter? _____

May student use your name as a reference? _____ Yes _____ No

_____ _____
Supervisor Date

_____
Position

_____ _____
Address Telephone Number

Gola 6: Activity 3

Name _____ Date _____

Interviewer _____ Year of Graduation _____

WORK EXPLORATION EXIT INTERVIEW

Work Exploration

1. What skills did you learn from work exploration this semester?

2. Do you feel that you have the skills necessary to be employed in your current job? Why? What skills do you need to become employed?

3. How could you have been better prepared to work at your job?

4. What jobs are you interested in trying next year?

5. Did this job change your attitude about work or anything else?

6. Did not earning money for the work you did affect your work in any way?

7. If I called your employer, what would he say about you?

In-Class Activities

1. Did the work done in class this year help you on the job? How? Did it help you in other areas besides your job?

2. On the attached sheet, check the in-class activities that were of help to you.

3. What skills would you like to learn next year?

Goal 6: Activity 3
Page Two

General

1. What do you think you are good at?

2. In what areas do you think you need help?

3. Would you rather work or go to school? Why?

4. In what ways could the time you spend in school be made more useful?

5. What are your plans for this summer? Would you like help getting a job?

6. What do you see yourself doing after graduating?

7. What grade do you expect for this semester?

WORK EXPLORATION: IN-CLASS ACTIVITIES

Mark the following activities as follows:

H = Helful
N = Not helpful

_____ Observing workers on job sites.

_____ Learning about community resources (employment agencies, Vocational Rehabilitation).

_____ Listening to employers talk about job requirements.

_____ Explaining your job to classmates and listening to others talk about their jobs.

_____ Reviewing evaluations of your job performance.

_____ Talking about problems on the job.

_____ Learning how to get along on the job.

_____ Putting information about your job in the computer for others to read.

_____ Keeping a vocational journal.

_____ Learning to use the newspaper's help wanted ads.

_____ Learning to interview employers, friends and family about their job.

_____ Learning to write follow-up letters and thank you notes.

STEP MANUAL - WORK EXPLORATION

Gola 6: Activity 3

Name _____ Date May 24, 1985

Interviewer _____ Year of Graduation 1987

WORK EXPLORATION EXIT INTERVIEW

Work Exploration

1. What skills did you learn from work exploration this semester?

   labelling books, filing

2. Do you feel that you have the skills necessary to be employed in your current job? Why? What skills do you need to become employed?

   Not yet--still need supervision and need to learn how to prepare paperbacks.

3. How could you have been better prepared to work at your job?

   More practice filing--using alphabetical order

4. What jobs are you interested in trying next year?

   Different.

5. Did this job change your attitude about work or anything else?

   Yes--you have to be able to listen to directions.

6. Did not earning money for the work you did affect your work in any way?

   No--I don't think I could have worked any harder.

7. If I called your employer, what would he say about you?

   I am a good worker and follow directions OK.

In-Class Activities

1. Did the work done in class this year help you on the job? How? Did it help you in other areas besides your job?

   Yes, especially learning to interview and file. It also helped me work with my dad on his files.

2. On the attached sheet, check the in-class activities that were of help to you.

   See checklist

3. What skills would you like to learn next year?

   Don't know.

Goal 6: Activity 3
Page Two

General

1. What do you think you are good at?

   Preparing hardback books for the shelf. I can also do filing better now. Have learned not to send messages by others if I can't get to work.

2. In what areas do you think you need help?

   Paperbacks

3. Would you rather work or go to school? Why?

   Go to school--still things I need to learn

4. In what ways could the time you spend in school be made more useful?

   More teaching

5. What are your plans for this summer? Would you like help getting a job?

   May go to Nevada. If not, would like to get a job.
   Mom can provide transportation to work.

6. What do you see yourself doing after graduating?

   Going to college--major in physical therapy or teaching.

7. What grade do you expect for this semester?

   Only deserve B because I missed a few days.

WORK EXPLORATION: IN-CLASS ACTIVITIES

Mark the following activities as follows:

H = Helful
N = Not helpful

H Observing workers on job sites.

H Learning about community resources (employment agencies, Vocational Rehabilitation).

H Listening to employers talk about job requirements.

H Explaining your job to classmates and listening to others talk about their jobs.

H Reviewing evaluations of your job performance.

H Talking about problems on the job.

H Learning how to get along on the job.

- Putting information about your job in the computer for others to read.

H Keeping a vocational journal.

H Learning to use the newspaper's help wanted ads.

H Learning to interview employers, friends and family about their job.

H Learning to write follow-up letters and thank you notes.

Gola 6: Activity 3

Name _____ Date May 24, 1895

Interviewer _____ Year of Graduation _____

WORK EXPLORATION EXIT INTERVIEW

Work Exploration

1. What skills did you learn from work exploration this semester?
   Learned how to frame and mat.

2. Do you feel that you have the skills necessary to be employed in your current job? Why? What skills do you need to become employed?
   Yes--I've learned a lot from my boss.

3. How could you have been better prepared to work at your job?
   More knowledge of measurements--I did practice extra math at NICHE.

4. What jobs are you interested in trying next year?
   Would like to try computer repair.

5. Did this job change your attitude about work or anything else?
   No

6. Did not earning money for the work you did affect your work in any way?
   No--but would rather be paid.

7. If I called your employer, what would he say about you?
   That I work real hard.

In-Class Activities

1. Did the work done in class this year help you on the job? How? Did it help you in other areas besides your job?
   Yes

2. On the attached sheet, check the in-class activities that were of help to you.
   See checklist

3. What skills would you like to learn next year?

Goal 6: Activity 3
Page Two

General

1. What do you think you are good at?
   Cutting glass and mats.

2. In what areas do you think you need help?
   Reading.

3. Would you rather work or go to school? Why?

   Both--would like a diploma to get a better job.

4. In what ways could the time you spend in school be made more useful?

5. What are your plans for this summer? Would you like help getting a job?

6. What do you see yourself doing after graduating?

7. What grade do you expect for this semester?

   A or B

WORK EXPLORATION: IN-CLASS ACTIVITIES

Mark the following activities as follows:

H = Helful
N = Not helpful

H Observing workers on job sites.

H Learning about community resources (employment agencies, Vocational Rehabilitation).

H Listening to employers talk about job requirements.

H Explaining your job to classmates and listening to others talk about their jobs.

H Reviewing evaluations of your job performance.

H Talking about problems on the job.

H Learning how to get along on the job.

\- Putting information about your job in the computer for others to read.

N Keeping a vocational journal.

H Learning to use the newspaper's help wanted ads.

H Learning to interview employers, friends and family about their job.

H Learning to write follow-up letters and thank you notes.

Gola 6: Activity 3

Name _____ Date May 24, 1985

Interviewer _____ Year of Graduation 1986

WORK EXPLORATION EXIT INTERVIEW

Work Exploration

1. What skills did you learn from work exploration this semester?
   Learned to listen to what they're trying to tell me and not to interrupt.

2. Do you feel that you have the skills necessary to be employed in your current job? Why? What skills do you need to become employed?
   Yes--I'm prepared to do it without someone watching over me.

3. How could you have been better prepared to work at your job?
   I was ready to do the job.

4. What jobs are you interested in trying next year?
   Would like to try restaurant work, but not with money.

5. Did this job change your attitude about work or anything else?
   I learned a lot about working with people.

6. Did not earning money for the work you did affect your work in any way?
   No--after I get out of school I expect to be paid. It was nice to get the experience.

7. If I called your employer, what would he say about you?
   That I am a hard worker.

In-Class Activities

1. Did the work done in class this year help you on the job? How? Did it help you in other areas besides your job?
   Yes--learned how to get along with people on the job, and it helped me in other areas.

2. On the attached sheet, check the in-class activities that were of help to you.
   See checklist

3. What skills would you like to learn next year?
   More job skills. On-the-job training.

Goal 6: Activity 3
Page Two

General

1. What do you think you are good at?

   Helping people.

2. In what areas do you think you need help?

   None.

3. Would you rather work or go to school? Why?

   Work--you get to meet new people.

4. In what ways could the time you spend in school be made more useful?

   Can't think of any.

5. What are your plans for this summer? Would you like help getting a job?

   Would like to work part-time. Yes--have driver's license and access to car.

6. What do you see yourself doing after graduating?

   Work--don't know where yet; or maybe get married.

7. What grade do you expect for this semester?

   A--I think I did a good job.

WORK EXPLORATION: IN-CLASS ACTIVITIES

Mark the following activities as follows:

H = Helpful
N = Not Helpful

H Observing workers on job sites.

H Learning about community resources (employment agencies, Vocational Rehabilitation).

H Listening to employers talk about job requirements.

H Explaining your job to classmates and listening to others talk about their jobs.

H Reviewing evaluations of your job performance.

H Talking about problems on the job.

H Learning how to get along on the job.

\- Putting information about your job in the computer for others to read.

N Keeping a vocational journal.

H Learning to use the newspaper's help wanted ads.

H Learning to interview employers, friends and family about their job.

H Learning to write follow-up letters and thank you notes.

STEP Manual Rough Draft
Goal 6: Activity 4

Name of Student _____

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part I

Option 1

Note: Refer to job analyses for each job for more detailed information.

Site	Job title	Dates start/end	Days per week	Hours per work session	Paid/ nonpaid	Tasks/activities performed	Job preference

Name of Student_____

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part II

Option 1

Site	Job Title	Adaptations (include adapted materials, devices & physical environ.)	Supervision/Personal Assistance Provided (Current level of independence)	Average Rate/ Quality of Work

Name of Student _____

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part I

Option 2

Note: Refer to job analyses for each job for more detailed information.

Site	Job title	Dates start/end	Days per week	Hours per work session	Paid/ nonpaid	Tasks/activities performed	Job preference

Name of Student_____

VOCATIONAL TRAINING EXPERIENCE SUMMARY--Part II

Option 2

1. Daily Work Sequence

   a. Describe the typical time sequence for the activities performed by the student:

   b. Student is required to follow a specific, pre-established routine: ____Yes ____No
   Comments:

2. Adaptations/Modifications

   Describe any adapted materials, devices and/or adaptations to the physical environment that were used to increase student's ability to perform the job tasks:

Name of Student_____

3. Supervision/Personal Assistance Provided

   a. Describe who provided supervision (e.g., Work Experience Coordinator, employer, co-workers, peer tutor, volunteer, classroom teacher, adult service agency personnel, etc.):

   b. Initial supervision needs:

   c. Describe supervision or assistance currently needed by student, including type of and how often assistance is provided:

4. Current Level of Performance

   a. Summarize information obtained from evaluations completed throughout the semester:

   b. Rate:

   c. Quality of work:

STEP Manual Rough Draft
Goal 6: Activity 4
Page Four

Name of Student_____

5. Recommendations